

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|--|--|--|
| YEAR 1 | CHRISTIANITY: The Creation story | CHRISTIANITY: The Christmas story | CHRISTIANITY: Jesus as a friend | CHRISTIANITY: Easter – Palm Sunday | JUDAISM: Shabbat | JUDAISM: Chanukah |
| Overarching Question | Does God want Christians to look after the world? | What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? | Was it always easy for Jesus to show friendship? | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Is Shabbat important to Jewish children? | Does celebrating Chanukah make Jewish children feel closer to God? |
| Key Concepts & Vocab | God, creation, environment, respect, trust, responsibility, Adam, Eve, Christian, Christianity | Nativity, Christmas, gold, frankincense myrrh, Mary, Joseph, incarnation (God taking human form), Christian, Christianity | Story of stilling the storm, Washing of feet, Story of Zacchaeus, Story of Mary, Martha and Lazarus, incarnation (God taking human form), friendship, Christian, Christianity | The Easter story, Palm Sunday, Palm cross, salvation, welcoming special people, Christian, Christianity | Shabbat, Challah, Jewish, Judaism, priorities, kippah, Sabbath, synagogue, blessing, ceremony, prayer | Chanukah, Chanukiah, latkes, synagogue, dreidel, Judas Maccabee, salvation, celebration, Jewish, synagogue, |
| Precis | To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. | To retell the Christmas story through different media. Teach symbolism of wise men's gifts. | To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult. | To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. | To understand why Jewish children take part in Shabbat and why it is important to them: the meal, blessings, ceremony and family time. | To understand why Jewish children take part in Chanukah activities: food, presents, dreidial game candles and visiting the synagogue. |
| Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE. | <p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p> <p>Suggested final assessment: Children complete Step 3 on Activity Sheet 2. Children to have pictures from the Investigation sorting lesson and sort according to which actions Christians think God would like to see and give their reasons... I think Christians would think God would be pleased because...</p> | <p>I can talk about a gift that is special to me.</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>Suggested final assessment: What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2 and teacher scribes gift tag 2 to explain why the child thinks it would be meaningful for Jesus. An extension activity: Can the child explain why Christians believe Jesus is a special gift from God to the world? (Gift tag 3)</p> | <p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend.</p> <p>Suggested final assessment: Children to have a picture from each story and order them according to when Jesus may have found it easy or difficult to show friendship and to explain why. Use Activity Sheet 1&2</p> | <p>I can talk about a person I admire.</p> <p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p>Suggested final assessment: Discuss key question. Why did people welcome Jesus this way? Is this what Jesus wanted? Order events of Eater story.</p> | <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>Suggested final assessment: Use Activity Sheet 1 showing a picture of a non-Jewish child asking the Jewish child out on a Friday evening. Children to think of a response and write in the Jewish child's speech bubble explaining why the Jewish boy would/would not go.</p> | <p>I can talk about how cards help to mark celebrations.</p> <p>I can recognise some of the symbols used at Chanukah and start to explain them.</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.</p> <p>Suggested final assessment: Children complete the Activity Sheet 1 sorting pictures into the 2 circles and explaining their thinking in the boxes underneath.</p> |

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|--|--|
| YEAR 2 | CHRISTIANITY: What did Jesus teach? | CHRISTIANITY: Christmas - Jesus as a gift from God | ISLAM: Prayer at home | CHRISTIANITY: Easter - Resurrection | ISLAM: Community & Belonging | ISLAM: Hajj |
| Overarching Question | Is it possible to be kind to everyone all of the time? | Why do Christians believe God gave Jesus to the world? | Does praying at regular intervals help a Muslim in his/her everyday life? | How important is it to Christians that Jesus came back to life after his crucifixion? | Does going to a mosque give Muslims a sense of belonging? | Does completing Hajj make a person a better Muslim? |
| Key Concepts & Vocab | Gospel (good news - the teaching of Jesus), Samaritan, kindness, Parable, The Story of the Good Samaritan, The story of the Paralysed Man | Advent, calendar, incarnation (God taking human form), problem solving, saving/rescuing, kindness, love your neighbour as yourself | Salah, Allah, Qur'an, Makkah/Mecca, Ka'bah, Islam, Muslim, Mosque, commitment, prayer | Salvation, Easter Egg, hot cross bun, resurrection, heaven, the Easter story | Belonging, community (ummah), Mosque Minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj | Hajj, Hajj robes, Makkah/Mecca, Qur'an, Grand Mosque, Mount Arafat, Five Pillars, pilgrimage, pilgrim, journey, the Prophet Muhammad |
| Precis | To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people | To reflect on the Christmas story and the reasons for Jesus' birth. | To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. | To re-tell the Easter story and understand what Jesus' resurrection means for Christians. | To understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging | To understand what happens during Hajj and to explore the importance of this to Muslims. |
| Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE. | <p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p> <p>Suggested final assessment: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Possible Christian visitor (e.g. Salvation Army/Christian Aid) to discuss how Jesus' teachings affect their day to day life now. Use Activity Sheet 1. Children complete each of the boxes.</p> | <p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>Suggested final assessment: Why do Christians believe God gave Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God. Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that...</p> | <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Suggested final assessment: Recap on the learning of the investigation on Activity Sheet. Task 1: In the box, children draw/write what they remember about the Muslim prayer routine. Task 2: Children cut out 3 bubbles and stick on the task sheet i.e. the 3 things they think praying 5 times a day would help Muslims with. Explain their reasons next to one bubble. Then complete the last box: Why might praying 5 times a day be difficult?</p> | <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Suggested final assessment: Show children the Activity Sheet with 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box: What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4)</p> | <p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Suggested final assessment: Which Muslim would feel the strongest sense of belonging? Why? Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own? Focus on picture of Muslims praying at Grand Mosque in Makkah during Hajj. Explain circles, Ummah (community). Activity: Children to have copies of the picture cards from the input and choose the one which they feel answers the key question and complete Activity Sheet.</p> | <p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>Suggested final assessment: Children complete activity sheet drawing 3 things that are important to Muslims when they go on a Hajj. Reflecting on their thoughts and feelings.</p> |

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|---|
| YEAR 3 | HINDUISM: Divali | CHRISTIANITY: Christmas | CHRISTIANITY: Jesus' Miracles | CHRISTIANITY: Easter - Forgiveness | HINDUISM: Brahman is in everything | HINDUISM: Pilgrimage to the River Ganges |
| Overarching Question | Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Has Christmas lost its true meaning? | Could Jesus really heal people? Were these miracles or is there some other explanation? | What is "good" about Good Friday? | How can Brahman be everywhere and in everything? | Why is the River Ganges so important to Hindus? (original q - Would visiting the River Ganges feel special to a non-Hindu?) |
| Key Concepts & Vocab | Divali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, Diva lamp, Puja tray, Mandir, Hindu, Hinduism, belonging, temple | Advent, incarnation (God taking human form), Christian, Christianity, meaning | miracle, the paralyzed man, the story of the blind man, the story of Jairus's daughter, incarnation (God taking human form), | Jesus, Palm Sunday, The Last Supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas, betrayal, salvation, gospel | Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Omnipresent | Pilgrimage, sacred, funerals, importance of water, bathing, cleansing |
| Precis | To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus. | To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. | To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. | To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. | To understand how Hindus believe that Brahman is in everything and therefore everything deserves respect . To understand the Hindu belief that there is one God with many different aspects. | To understand the significance of the River Ganges to a Hindu. Pilgrimage to wash away (cleanse) the wrong things. Funerals . |
| Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE. | <p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>Suggested final assessment: Activity: Children to have a picture of some Hindu children during Divali and complete thoughts/feelings bubbles about their thoughts and feelings during Divali. Activity Sheet.</p> | <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>Suggested final assessment: Children complete the Activity Sheet. Then use what they have learned to answer enquiry question.</p> | <p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p> <p>Suggested final assessment: Use activity sheet to compare their thoughts about events in the Bible stories with those of a Christian. Use what you have learned to answer enquiry question.</p> | <p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>Suggested final assessment: Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them? Activity Sheet</p> | <p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Suggested final assessment: Use what you have learned to answer enquiry question. How can Brahman be in everything? What difference does it make to how Hindus live if they believe in gods?</p> | <p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> <p>Suggested final assessment: Write 2 postcards from River Ganges one in role as Hindu and one in role as a non-Hindu. Why might the two postcards say different things?</p> |

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|--|---|
| YEAR 4 | JUDAISM: Beliefs & Practices | CHRISTIANITY: Christmas | JUDAISM: Passover | CHRISTIANITY: Easter | JUDAISM: Belief & Practices | CHRISTIANITY: Prayer & Worship |
| Overarching Question | How special is the relationship Jews have with God? | What is the most significant part of the Nativity story for Christians today? | How important is it for Jewish people to do what God asks them to do? | Is forgiveness always possible for Christians? | What is the best way for a Jew to show commitment to God? | Do people need to go to church to show they are Christians? |
| Key Concepts & Vocab | Covenant, Abraham, Isaac, Moses, Ten Commandments, Torah, Ner Tamid, Synagogue, Rabbi, Tallit, Mezuzah, Shema, special relationships, | Frankincense, Myrrh, Christingle, incarnation (God taking human form), symbols | Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher, authority | The Lord's Prayer, The Last Supper, Peter, salvation, forgiveness, gospel | Ten Commandments, Shabbat, Seder, Synagogue, Torah, Bar Mitzvah/Bat Mitzvah, Mitzvot, Tu B'Shevat, Shema, responsibility | Church, Baptism, John the Baptist, Eucharist/Holy Communion, meaningful places, worship |
| Precis | To understand the special relationship between Jews and God and the promises they make to each other. | To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. | To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. | To understand how Jesus' life, death and resurrection teaches Christians about forgiveness. | To understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. | To understand how important going to church is to show someone is a Christian. |
| Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE. | <p>I can give examples of agreements and contracts and explain how I would feel if one was broken.</p> <p>I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Suggested final assessment: Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue. "How special is your relationship with God and how do you show this in your life?" Children to then explain how easy/difficult they think it would be for Jews to live up to their special covenant with God.</p> | <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>Suggested final assessment: Use Activity Sheet. Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?</p> | <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p> <p>Suggested final assessment: Activity Sheet 1. Children rank order (maybe Diamond 9) cards with pictures/ words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures. Activity Sheet 2. How might a Jewish child respond if s/he was invited to a birthday party at McDonalds? Children fill in speech bubble with Jewish child's response and reasons for it.</p> | <p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>Suggested final assessment: Use Activity Sheet to draw 2 pictures of: i) Jesus showing forgiveness ii) Christians today showing forgiveness Answer the questions that follow.</p> | <p>I can explain why I think some things need to wait until you are a certain age.</p> <p>I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>Suggested final assessment: Give children a circle divided into 6 sections (like a pie). First they choose the 6 ways they think are the most effective ways for Jews to show their commitment to God and label each section with one of these ways. (Could draw or write.) Use a key or a numbered system to order these by importance. Write sentences to explain thinking.</p> | <p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p> <p>Suggested final assessment: Children to think of the reasons why Christians might choose to go to church and their reasons for doing so, and reasons why other Christians may choose not to go to church at all. Lesson in two parts (or possibly 2 lessons) 1st part: Activity Sheet 1 Children to be told that the local church is being closed for a short period of time. Children to write a letter arguing that it should remain open and why. Include a Christian perspective. 2nd part: Activity Sheet 2 Children to be told that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe. The question being, if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway? Children complete the second Activity Sheet.</p> |

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|---|
| YEAR 5 | SIKHISM: Beliefs in Action | CHRISTIANITY: Christmas | SIKHISM: Belief and Moral Values | CHRISTIANITY: Easter | SIKHISM: Prayer & Worship | CHRISTIANITY: Belief & Practices |
| Overarching Question | How far would a Sikh go for his/her religion? | Is the Christmas story true? | Are Sikh stories important today? | How significant is it for Christians to believe God intended Jesus to die? | What is the best way for a Sikh to show commitment to God? | What is the best way for a Christian to show commitment to God? |
| Key Concepts & Vocab | Guru, Amrit, Khalsa, Karah, Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, commitment, marriage | Advent, incarnation (God taking human form), truth, Luke, Matthew | Guru, Guru Granth Sahib, Guru Nanak Khalsa, gurdwara, Guru Nanak and the Jasmine Flower, Bhai Lalo and Malik Bhago, Vaisakhi - Birth of the Khalsa, Guru Nanak and the Cobra | Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, salvation, crucifixion, The Last Supper, Palm Sunday, bread and wine, Judas' betrayal, Peter's denial, arrest, four trials, burial | Guru, Amrit, Khalsa, Karah, Parshad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Sewa, Gurdwara, commitment, symbolise | Ten Commandments, Confirmation, Lord's Prayer, commitment |
| Precis | To compare the different ways Sikhs put their religion into practice. | To evaluate different accounts of the Christmas story and understand that stories can be true in different ways | To understand the relevance of Sikh stories today and the importance of the Guru Granth Sahib to Sikhs. | To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. | To understand how Sikhs show their commitment to God and their religion. | To understand how Christians show their commitment to God and their religion. |
| Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE. | <p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Suggested final assessment: Give children picture cards depicting a range of the aspects studied in the investigation lesson and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p> | <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Suggested final assessment: Children to complete the 4 boxes on the Activity Sheet. Recap on different types of truth and what it means to Christians.</p> | <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Suggested final assessment: Children to write a piece of persuasive writing, arguing Sikh stories should be part of the school curriculum.</p> | <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Suggested final assessment: Recap on Investigation Lessons and invite the children to complete the questions on the Activity Sheet.</p> | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Suggested final assessment: Activity Sheets 1 and 2 Children to pretend they are an Agony Aunt/Uncle at a Sikh children's magazine. Give advice to a young Sikh who wants to show commitment to their religion but doesn't want to miss out on other things.</p> | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Suggested final assessment: Ask the key question: what is the best way for a Christian to show commitment to God? On the Activity Sheet 1 children Diamond 9 rank their post-its, stick in their books and write next to the top and bottom their reasons for why they have ranked these in those positions. Add: How would I choose to show commitment to God if I were a Christian? OR Answer the letter on Activity Sheet 2 pretending to be an agony aunt/uncle on a Christian children's helpline. (Maybe record/video children's answers.)</p> |

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|--|---|---|
| YEAR 6 | ISLAM: Beliefs & Practices | CHRISTIANITY: Christmas | CHRISTIANITY: Beliefs & Meaning | CHRISTIANITY: Easter | ISLAM: Beliefs & Meaning | ISLAM: Beliefs & Meaning |
| Overarching Question | What is the best way for a Muslim to show commitment to God? | How significant is it that Mary was Jesus' mother? | Is anything ever eternal? | Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1 | Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2 |
| Key Concepts & Vocab | Five Pillars, Zakah, Sawm, Qu'ran, Hajj, commitment, effort, mosque | Mary, Virgin Birth, Incarnation, Holy Spirit, Luke chapter 1 (Mary's reaction), Matthew chapter 1 (Joseph's reaction), John chapter 1 (god and man) | Agape, Ten Commandments, salvation, eternity, heaven, | Lent, Ash Wednesday, Shrove Tuesday, Fish symbol, CAFOD, Ten Commandments, salvation, eternity, Christian festivals | Akhirah, Muhammad, Qu'ran, Five Pillars, Jihad, Ummah, 8 doors of heaven | Akhirah, Muhammad, Qu'ran, Five Pillars, Jihad, Ummah, Interpretation, motivation, 8 doors of heaven, avoiding stereotyping |
| Precis | To understand how Muslims show their commitment to God and their religion. | To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. | To understand the Christian belief that because of Jesus' resurrection Christians can also have eternal life. | To examine the influences Christianity still has in the world. | To examine the Muslim belief in Akhirah (life after death) and how this helps Muslims to lead good lives. | To understand different Muslim interpretations of Jihad – one of the 8 doors of heaven. |
| Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE. | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Suggested final assessment: Children to write their answers to the following questions: In which ways do Muslims show their commitment to God? What is the best way for a Muslim to show commitment to God? Presented in a text genre of T's choice.</p> | <p>I can explain the qualities needed in different people because of the important jobs they are chosen to do.</p> <p>I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p>I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>Suggested final assessment: Children to answer: Why was a virgin chosen to be Jesus' mother? How significant is it that Mary was Jesus' mother? Presented in a text genre of T's choice.</p> | <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>Suggested final assessment: Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why? Presented in a text genre of T's choice.</p> | <p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>Suggested final assessment: Is Christianity still a strong religion 2000 years after Jesus was on earth? Children write a newspaper/news article giving at least two arguments for and against, maybe including interviews with people e.g. Christians from Christian charities/Humanists who believe they do good in the world because it is the right thing to do and there is no need for Christianity to motivate people to do this, etc. Peer - assess and improve.</p> | <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Suggested final assessment: Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9 formation which of these might need the most effort (be seen as the most challenging for the person's Greater Jihad, and explain your reasons).</p> | <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Suggested final assessment: Does belief in Akhirah (life after death) help Muslims lead good lives? Summarise the work done in Parts 1 and 2 of this enquiry. Ask children to complete the Activity Sheet i.e. to write a balanced argument to answer the enquiry question, concluding with their own opinion/s. This can be presented in other ways.</p> |

R.E. Overview 2020-21

| R.E. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|---|------------------------------------|--|---------------------------------------|---|
| Reception | | | | | | |
| Year1 | CHRISTIANITY: The Creation story | CHRISTIANITY: The Christmas story | CHRISTIANITY: Jesus as a friend | CHRISTIANITY: Easter – Palm Sunday | JUDAISM: Shabbat | JUDAISM: Chanukah |
| Year 2 | CHRISTIANITY: What did Jesus teach? | CHRISTIANITY: Christmas - Jesus as a gift from God | ISLAM: Prayer at home | CHRISTIANITY: Easter - Resurrection | ISLAM: Community & Belonging | ISLAM: Hajj |
| Year 3 | HINDUISM: Divali | CHRISTIANITY: Christmas | CHRISTIANITY: Jesus' Miracles | CHRISTIANITY: Easter - Forgiveness | HINDUISM: Brahman is in everything | HINDUISM: Pilgrimage to the River Ganges |
| Year 4 | JUDAISM: Beliefs & Practices | CHRISTIANITY: Christmas | JUDAISM: Passover | CHRISTIANITY: Easter | JUDAISM: Belief & Practices | CHRISTIANITY: Prayer & Worship |
| Year 5 | SIKHISM: Beliefs in Action | CHRISTIANITY: Christmas | SIKHISM: Belief and Moral Values | CHRISTIANITY: Easter | SIKHISM: Prayer & Worship | CHRISTIANITY: Belief & Practices |
| Year 6 | ISLAM: Beliefs & Practices | CHRISTIANITY: Christmas | CHRISTIANITY: Beliefs & Meaning | CHRISTIANTY: Easter | ISLAM: Beliefs & Meaning | ISLAM: Beliefs & Meaning |